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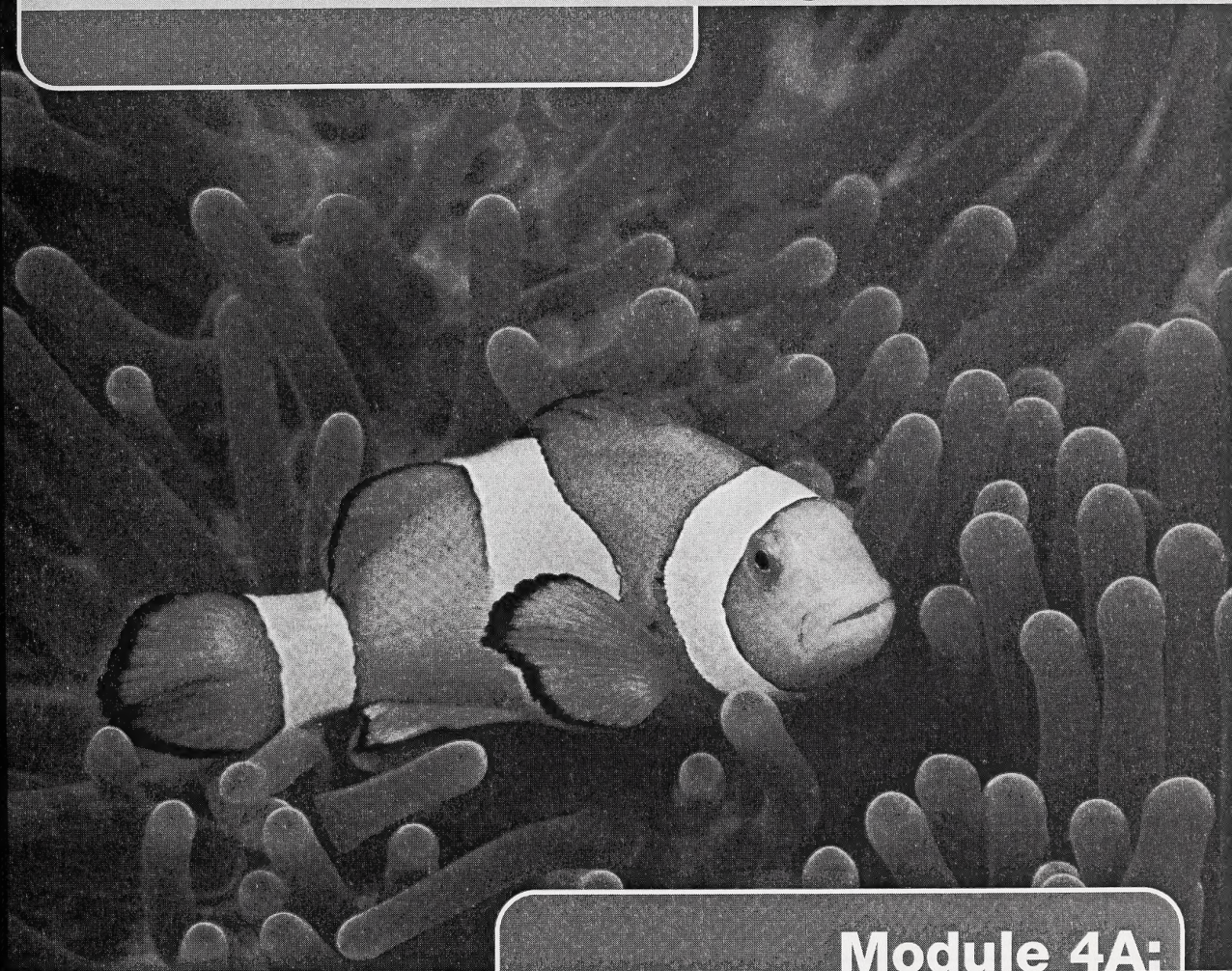


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Grade Three

# Thematic

Home Instructor's Guide and Assignment Booklet



**Module 4A:**  
**What Is Happening?**  
**Day 1 to Day 9**



Learning  
Technologies  
Branch

**Alberta**  
EDUCATION



Grade Three Thematic  
Module 4A: What Is Happening?  
Home Instructor's Guide: Days 1–9 and Assignment Booklet 4A  
Learning Technologies Branch  
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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# Module 4A: What Is Happening?

In Module 4A the student explores natural features, such as caves, rocks and minerals, and volcanoes. Science skills, such as observation, classification, and inquiry, are developed. A variety of fiction stories and non-fiction articles are read that relate to natural features. The student also reads a picture book about an Inuit child. Inuit life of the past and present is examined, and the student learns how goods and services from other communities help provide for the needs of Inuit people.

The Module 1A Home Instructor's Guide contains general information about the course components, additional resources, the role of the Home Instructor, arranging the learning area, breaks, and assessment. If you do not have access to the Module 1A Home Instructor's Guide, contact the teacher to obtain this important information.

## Learning Outcomes

### Science, Social Studies, and English Language Arts

Science outcomes for this portion of the module include

- comparing rocks and identifying similarities and differences
- describing and classifying rocks by colour, lustre, texture, and hardness
- describing some common uses of rocks and minerals

Social studies outcomes include

- developing an understanding of how social, cultural, linguistic, geographic, and economic characteristics shape communities
- appreciating the physical and cultural diversity of communities in Canada
- developing an awareness of the customs and traditions of others
- locating communities on a map of Canada
- creating and using a simple map
- applying the concept of relative location
- understanding terms related to time
- summarizing data by writing notes and key words
- accessing and retrieving factual information
- using information from more than one source
- investigating the physical features of the Arctic
- preparing and presenting an oral report
- creating visual images and headings to support an oral report



English language arts outcomes include

- applying word-analysis strategies
- applying phonetic generalizations to read words containing *r*-controlled vowels
- demonstrating respect for the ideas, abilities, and language use of others
- identifying types of literature
- reading silently with accuracy and confidence
- finding information to answer a research question using a variety of sources
- recording facts
- listing sources of facts
- making inferences about a character's feelings
- understanding how books and dictionaries are organized
- sharing information orally
- using titles, headings, and visuals to add interest to an oral presentation
- revising and editing
- learning proper alignment, shape, and slant for cursive writing
- using standard grammar, spelling, and punctuation in written work

Before beginning this module, borrow library books for shared reading and silent reading. Choose a variety of fiction and non-fiction books, articles, and collections about caves, rocks and minerals, volcanoes, the Arctic, and the Inuit. Look under the heading Additional Resources for suggested titles.

Check for individuals in your community that might serve as Inuit cultural resources. Look for Inuit Elders, musicians, or community centres.

To develop spelling and reading skills in this part of the module, phonics and spelling activities focus on words containing *r*-controlled vowels.

## Music

Provide a variety of musical opportunities for the student. Play classical and contemporary music selections during appropriate times of day. If possible, find examples of Inuit drum music or throat singing for the student to listen to (Days 6 to 9). Search the Internet or library using the keywords *Inuit throat singing* or *Inuit drum music*.

## Technology

The student will use the computer for research or for writing assignments.

## Physical Education and Health and Life Skills

Daily fitness activities are strongly recommended. You may wish to research Inuit games and try some of them with your student. There are many Inuit jumping games and fine motor games that may be fun for your student. Search the Internet or library using the keywords *Inuit games*. Hiding games are introduced on Days 6 to 8. String games are discussed on Day 9.



## Art

An appreciation for natural forms is fostered when the student examines colour photographs of cave formations. Your student may enjoy sketching or painting a cave scene.

Appreciation of Inuit art is developed through research and literature-based activities. If possible, visit a museum, art gallery, or shop that displays examples of Inuit carvings, prints, beadwork, clothing, and other Inuit art.

The student records information gained about Inuit life and uses pictures to assist in an oral presentation.

Print making is explored through an assignment where the student illustrates an original story.

## Required Materials

The student will need the following items for Module 4A:

- Module 4A Student Module Booklet
- Module 4A Assignment Booklet
- *Collections: Beneath the Surface*
- *Hide and Sneak* by Michael Arvaarluk Kusugak
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- Writing Folder
- Art Folder
- several foam trays like the kind used for baked goods to use as sorting trays
- flashlight, magnifying glass
- atlas
- rock samples: marble, granite, shale, obsidian, sandstone, pumice, limestone. Label the samples as follows:

#1: marble	#5: sandstone
#2: granite	#6: pumice
#3: shale	#7: limestone
#4: obsidian	

Do not tell the student the names of the rock samples. He or she will match the characteristics to a chart to discover the names.

**Note:** Rock samples and mineral samples may be purchased at school-supply stores, nature stores, or science-supply outlets. You may be able to borrow samples from your local school or another source if you do not wish to purchase them.



- penny, nail, emery file
- materials for a crystal garden: charcoal briquettes, food colouring, laundry bluing, salt, ammonia, aluminium pan, a spray bottle, sugar, hot water, two clean jars, thin string (dental floss), pencil or craft stick
- materials for a model volcano: soil or sand; a plastic drinking cup; an aluminium pie plate; modelling clay; a clean, empty eggshell half; vinegar; red food colouring; baking soda
- materials for soap carving: a bar of soft hand soap (such as Ivory), a knife, an ink pad or wide-tipped felt pen

## Special Activities

### Reading Selections

A variety of Inuit folk tales, legends, and contemporary stories would enrich your student's understanding of Inuit culture. Non-fiction books discussing caves and caverns, rocks, volcanoes, and Inuit culture would also be helpful.

**Day 3:** any version of "Stone Soup" (optional)

**Day 4:** books, photographs, or articles dealing with the Klondike gold rush (optional)

**Days 6 to 9:** Inuit legends, stories, articles, or books

### Research

**Day 2:** The student views cave formations in non-fiction books or on the Internet. The student also searches for answers to questions about caves that were posed on Day 1.

**Day 7:** The student chooses at least two different sources to find out more about Inuit life in the past and present.

### Field Trips

**Day 1:** field trip to gather a collection of rocks

**Day 7:** You may choose to visit a museum with a collection of Inuit artifacts or an art gallery with Inuit art as one of the sources for researching the Inuit.



## Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education and Health and Life Skills	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day.

## Additional Resources

The following books are excellent choices to read aloud or for the student to read silently. You may choose to read aloud picture books or a collection of Inuit legends. Your student may also enjoy some non-fiction books about caves, rocks, volcanoes, or Inuit culture.

### Fiction: Anthologies

*The Dancing Fox: Arctic Folktales*, John Bierhorst, editor

### Fiction: Short Stories and Picture Books

“Stone Soup” (any version)

*A Sled Dog for Moshi*, Jeanne Bushey

*If You Find a Rock*, Peggy Christian

*The Magic School Bus: Inside the Earth*, Joanna Cole and Bruce Degen

*Little Polar Bear*, Hans de Beer

*The Bite of the Gold Bug: A Story of the Alaskan Gold Rush*, Barthe DeClements

*Arctic Son*, Jean Craighead George

*Nutik, the Wolf Pup*, Jean Craighead George

*Mama, Do You Love Me?*, Barbara M. Joosse

*The Seasons and Someone*, Virginia Kroll

*Arctic Stories*, Michael Arvaarluk Kusugak

*Nessa's Fish*, Nancy Luenn

*Nessa's Story*, Nancy Luenn

*Go Home, River*, James Magdanz

*The Eagle's Gift*, Rafe Martin



*A Promise Is a Promise*, Robert Munsch and Michael Arvaarluk Kusugak  
*Caribou Girl*, Claire Rudolf Murphy  
*Kitaaq Goes Ice Fishing*, Margaret Nicolai  
*Dogteam*, Gary Paulsen  
*Tiktala*, Margaret Shaw-Mackinnon  
*Whale Brother*, Barbara Steiner  
*Dance on a Sealskin*, Barbara Winslow

## Non-Fiction

*Why Do Volcanoes Blow Their Tops?: Questions and Answers About Volcanoes and Earthquakes*,  
 Melvin and Gilda Berger  
*To the Top of the World: Adventures with Arctic Wolves*, Jim Brandenburg  
*Caves: Hidden World*, Claude Delafosse and Gallimard Jeunesse  
*Rocks*, Alice Flanagan  
*Let's Go Rock Collecting*, Roma Gans  
*Cave Life*, Christiane Gunzi  
*String Figures and How to Make Them: A Study of Cat's-Cradle in Many Lands*, Caroline Furness Jayne  
*Cat's Cradle: A Book of String Figures*, Anne Akers Johnson  
*Eskimo Boy: Life in an Inupiaq Eskimo Village*, Russ Kendall  
*Gold Rush! The Young Prospector's Guide to Striking It Rich*, James Klein  
*Caves*, Stephen Kramer  
*The Dark Zone: Exploring the Secret World of Caves: Adventures of the Blackhole Gang*, Stephen Kramer  
*The Inuit*, Allison Lassieur  
*Hill of Fire*, Thomas P. Lewis  
*Salmon Summer*, Bruce McMillan  
*Dave's Down-to-Earth Rock Shop*, Stuart Murphy  
*Volcanoes*, Peter Murray  
*The Eskimo: The Inuit and Yupik People*, Alice Osinski  
*Rocks and Minerals*, Steve Parker  
*The Klondike Gold Rush*, Donna Walsh Shepherd

## Internet

Try searching using the keywords *cave formations*, *Inuit*, *Inuktitut*, *throat singing*, *Inuit drum music*, and *Inuit games*.

- *Carlsbad Caverns*  
<http://www.nps.gov/cave/galleries.htm>
- *The Virtual Cave*  
<http://www.goodearthgraphics.com/virtcave/>
- *Inuit Made Easy*  
<http://www.realduesouth.net/Nation-InuitLanguage.htm>
- *Our World, Our Way of Life*  
[http://www.virtualmuseum.ca/Exhibitions/Inuit\\_Haida/english.html](http://www.virtualmuseum.ca/Exhibitions/Inuit_Haida/english.html)
- *Kids' Stop-Languages (Inuktitut)–Indian and Northern Affairs Canada*  
[http://www.ainc-inac.gc.ca/ks/5020\\_e.html](http://www.ainc-inac.gc.ca/ks/5020_e.html)



# Daily Summaries

Read each day's summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

## Day 1

### Learning Outcomes

The day begins with a discussion about caves and caverns to determine and record on a K-W-L chart what the student already knows. The student previews the book *Beneath the Surface* and explores the type of information found on the Contents page. The focus is on reading non-fiction and using illustrations, photographs, and diagrams to gather information. The new list of spelling words and the concept of *r*-controlled vowels are introduced. The student analyzes his or her handwriting and reviews the goals set in Module 1. Rocks are collected and sorted by colour.

### Materials You Need Today

- chart paper with K-W-L chart prepared before class (see sample below)
- several foam meat trays

### Getting Started

The day's lesson begins with a discussion about caves and caverns. Determine what your student knows about caves and caverns. Prepare a K-W-L chart like the sample below. Write the information the student tells you he or she knows in the first column of the K-W-L chart. Discuss what the student would like to know and add that information to the second column.

What I Know About Caves	What I Would Like To Know About Caves	What I Learned About Caves

Read the following information to your student. Ask the student to close his or her eyes and visualize each scene.

*Imagine it is ten thousand years ago. An ancient tribe lives near a cave. A young man enters the cave. The cave walls are dark, cool, and mysterious. Shadows appear and disappear under the light of the burning torch. The artist carries his precious dyes, carefully ground from plants and soil and mixed with fat. He crawls back to a secret cavern he has discovered in the heart of the cave. By torchlight, the young artist paints leaping red gazelle, galloping yellow horses, and magnificent chocolate-coloured stags.*



Ask the student to tell you what he or she visualized. Ask, “How do you think the cave looked, smelled, and felt?”

*The time is Thursday, September 12, 1940. The place is France. Four young people enter the same cave. The cave has barely changed in ten thousand years. The people move carefully past the cool stalagmites and stalactites. The sun, brilliant and blazing hot, is just a flicker through the distant cave entrance. They squeeze through a narrow opening in the rock and stare with wonder. In the underground gallery, the ancient cave paintings glow, magnificent even under the pale lamplight.*

Ask the student how he or she thinks the people would feel after making such a discovery.

## **Beneath the Surface**

Give the student some time to look through the new book before beginning the lesson. The student examines the table of contents and answers some questions about it.

A non-fiction article, “Caves and Caverns,” is introduced today. The student reads the first two pages of the article and gathers information about caves to add to the K-W-L chart that was begun earlier today.

## **Spelling**

The spelling list for Module 4A includes seven high-frequency words that contain *r*-controlled vowels. Dictate the words when the student is ready to write the pre-test.

Say each word. Say the word in a simple sentence; then repeat the word. These are the spelling words:

- water
- order
- hard
- dirt
- verse
- part
- morning

## **Phonics**

The student reviews short and long vowel sounds. Words containing *r*-controlled vowels are introduced and discussed. The student may find it easier to remember the sounds as “bossy *r*” sounds. Tell the student the *r* is very bossy and makes the vowels change their usual sounds.

## **Handwriting**

The student has been introduced to all the lowercase cursive letters. As the student continues with the handwriting lessons, encourage him or her to evaluate the letters, words, and sentences that are written in each lesson. A series of guidelines for judging handwriting is discussed in today’s lesson. Remind the student of these points each day after the lesson is finished and ask that he or she evaluate and comment on the day’s handwriting exercise.

## **Rock Collecting**

If possible, allow your student to collect a variety of rocks, stones, and pebbles. This may be difficult if it is currently winter, but you may still be able to find rocks in places such as gravel pits, rock quarries, or a rock pile on a farm. When you get the rocks home, have the student wash the rocks to better observe their colours and textures.

The student sorts the rocks by colour in today’s activity.



## Looking Back at Your Goals

The student is asked to look back to the goals that were set at the beginning of the program on Day 1 in Assignment Booklet 1A. Discuss the student's progress toward the goals and new goals you would like to see him or her work toward. In the Assignment Booklet, the student will write about progress that has been made toward the goals as well as setting some new goals.

## Day 2

### Learning Outcomes

The completion of the non-fiction article expands concepts of cave formations. The student decodes unfamiliar words using word-analysis strategies. New information is added to the K-W-L chart. Spelling words are entered in the Writing Dictionary, and challenge words are selected. The student practises numerals in handwriting. Rocks are sorted according to lustre.

### Materials You Need Today

- K-W-L chart from Day 1
- Internet access or non-fiction book showing cave formations
- rock collection, two foam trays, magnifying glass, flashlight

### Getting Started

The student reads two short poems to review stalagmites and stalactites.

### “Caves and Caverns”

Reading the non-fiction article, “Caves and Caverns,” is completed today. Some of the ideas and terms will probably be unfamiliar to your student. Assist the student with decoding unfamiliar words by suggesting suitable word-analysis strategies. Ask questions, such as “Can you break the word up into smaller parts? Do you see any word parts you know? Does it look like or rhyme with another word you know?”

You may need to explain some of the concepts in the article, since many of the ideas are quite sophisticated.

After the student has finished reading the article, look through non-fiction books to find colour photographs of the various cave formations mentioned in the article. If you prefer, you may help the student find photographs of cave formations on the Internet. This activity will greatly increase your student's understanding of caves and cave formations, and allow him or her to appreciate the beauty of natural formations (an important art goal). The student can also search for the answers to any cave questions posed on Day 1 that have not yet been answered.

There are many good websites with photos of caves and cave formations. For an excellent virtual tour of a cave and an interactive cave map, go to <http://www.goodearthgraphics.com/virtcave/>. Many national and provincial parks that include caves have websites with photo galleries. Try <http://www.nps.gov/cave/galleries.htm> to see the cave formations from the Carlsbad Caverns in the United States. Search for additional sites using the keywords *cave formations*.

## Spelling

Help the student choose three challenge words. If you have noticed any high-frequency words spelled incorrectly in the student's written work, assign them as challenge words. Some other words you may want to consider are

- fur
- cavern
- coral
- worm
- turtle
- never
- volcano
- stone
- hardness
- carbon
- refrigerator
- under
- lustre
- Inuit

## Physical Education and Health and Life Skills

There are many different versions of the bear-hunt chant. Read the following chant and demonstrate the actions and then have the student join in. If you have a favourite version, you may wish to do it instead. Your student may enjoy doing full-body dramatization of the actions, instead of just hand actions. Have fun and be sure to include a dark cave in the hunt!

The student repeats each phrase after you say it. Keep the beat throughout by slapping your thighs to represent walking. Begin with the chorus.

### Bear Hunt

*Chorus:*

Going on a bear hunt (*child repeats*)

I'm not afraid (*child repeats*)

Oh, Oh (*child repeats*)

What do I see? (*child repeats*)

Oh look. It's tall grass (*repeat*)

Can't go over it (*repeat*)

Can't go under it (*repeat*)

Can't go around it (*repeat*)

Got to go through it (*repeat, rub hands together to make a swishing sound like tall grass*)

*Repeat chorus.*

Oh look. It's a tall tree (*repeat*)

Can't go over it (*repeat*)

Can't go under it (*repeat*)

Can't go around it (*repeat*)

Got to climb up it (*repeat and pretend to climb the tree*)

*Repeat chorus.*

Oh look. It's a wide river (*repeat*)

Can't go over it (*repeat*)

Can't go under it (*repeat*)

Can't go around it (*repeat*)

Got to swim across it (*repeat and pretend to swim*)

*Repeat chorus.*



Oh look. A deep, dark cave (*repeat*)  
Can't go over it (*repeat*)  
Can't go under it (*repeat*)  
Can't go around it (*repeat*)  
Got to go in it (*repeat, close eyes and pretend to feel for the sides of the cave*)

*Repeat chorus.*

Oh, Oh. It's dark in here (*repeat*)  
I feel something (*repeat*)  
It has lots of hair (*repeat*)  
It has sharp teeth (*repeat*)  
It's a bear! (*child screams*)

*(At this point increase the speed of your thigh slapping, to represent running)*

Out of the cave (*hands out to feel cave walls*)  
Swim the river (*swim*)  
Down the tree (*climb*)  
Through the grass (*rub hands*)  
Slam the door (*pretend to close and lock the door*)

I'm not afraid! (*repeat*)

You and your student can have fun adding other actions and verses to make the hunt even longer—or change the ending and find other creatures in the cave!

## **Lustre**

The student classifies the rocks by lustre or shininess. This is done in three steps. First, the student looks at them carefully; then, examines them with a magnifying glass; and, lastly, checks the reflective qualities of the rocks with a flashlight in a dark room. Observe the student as he or she classifies the rocks. Would you agree with the classification in most cases? Select one or two rocks and ask the student to explain why he or she chose to classify them as he or she did.

## **Day 3**

### **Learning Outcomes**

The traditional story of “Stone Soup” is used to explore and create rhyme in a retelling. Types of sentences and their punctuation are identified. Spelling words are reviewed in dictation sentences. The uppercase *A* is practised in handwriting. Needs and wants are reviewed. Rocks are sorted according to their texture.

### **Materials You Need Today**

- rock collection, foam trays

## Getting Started

Read the following version of “Stone Soup.”

### “Stone Soup”

*A young man was walking through a dark forest. He was tired and cold and hungry. At last, he saw a light through the trees. As he walked closer, he discovered a little house. Through the window, he could see an old woman putting bags of food under the stairs.*

*The young man knocked on the door. “What do you want?” the old woman asked.*

*“I want something to eat and a place to sleep,” said the young man.*

*“Go away,” said the old woman, “I don’t have a thing to eat myself.”*

*The young man begged, and the old woman finally said that he could sleep on the floor for the night. When they went inside, the young man could see that the woman was not really poor. He thought about the food he had seen her hide. “I’m very hungry,” he told the old woman.*

*“I haven’t had a bite all day myself,” the old woman whined.*

*“You poor thing,” he said. “You must be hungry too. I know what we’ll do! I’ll make soup. Just bring me a cooking pot and some water.”*

*The old woman brought a cooking pot and some water. The young man put the pot over the fire. He took a smooth stone out of his pocket and dropped it into the pot.*

*“What are you making?” the old woman asked.*

*“I’m making stone soup,” the young man replied.*

*The old woman thought, “Soup out of a stone! Well, I never saw that before! I better watch how to make it!”*

*The young man said, “The soup may be a bit thin this time. I’ve been making soup with the same stone all week. Too bad I don’t have a soup bone to put in it.”*

*“I may have an old bone somewhere,” the old woman replied.*

*She returned with a meaty bone and the young man added it to the pot. He went on stirring the soup. “This soup could be good enough for guests, if only we had a few potatoes,” he mused.*

*The old woman thought about it. “I may have a potato about,” she said and brought some potatoes to add to the soup.*

*“If only we had some vegetables and some barley, this soup would be so good, the king could come for supper!” the young man said.*

*“I may have a bit of both,” replied the old woman. She went to get the barley and vegetables, and the young man added them to the soup.*

*The soup was soon ready. The young man took the stone out of the soup. They sat down to eat the delicious soup. The soup was so good, the old woman decided to bring out some bread and cheese to go with it.*



*When it was time for bed, the old lady wouldn't hear of letting the young man sleep on the floor. "Nothing is too good for you," she told him. "I will always live well now because I know how to make soup from a stone!"*

The student reads a version of "Stone Soup" in the form of a chant. As the student reads, he or she will fill in the missing words. Grammatical knowledge helps the student predict the missing words in the chant. If your student has difficulty with this, read the line or lines aloud and ask the student to supply a word that rhymes and makes sense in the sentence.

## Types of Sentences

The student is introduced to four main types of sentences: telling sentences (statements), asking sentences (questions), commanding sentences, and exclaiming sentences.

## Spelling

Tell your student to think carefully about the type of sentence that each dictation sentence is before adding the punctuation. Some of the sentences are statements, some are questions, some are commands, and some are exclamations.

### Spelling Dictation Steps

- Prepare a space on the chalkboard or on chart paper for the spelling sentences.
- Say the spelling word.
- Dictate (say) the complete sentence. Repeat the spelling word.
- Pause for a moment; then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or the chart paper.
- Give the student time to make self-corrections. Discuss why any errors occurred.
- Check the student's work to make sure each self-correction is accurate.
- Continue to dictate the sentences, one at a time, until all the sentences have been written.

### Dictation Sentences

**water:** Get me a glass of water.

**verse:** Which verse did you like best?

**order:** Put the words in order.

**part:** Can I have that part?

**hard:** It's too hard!

**morning:** We will go in the morning.

**dirt:** Put the dirt in the flower pot.

## Needs and Wants

The student probably learned about needs and wants in earlier grades. The first portion of this activity reviews the differences between the two. The student learns that communities work together to provide for the wants and needs of the people who live there, and the idea of trading or selling extra goods is introduced. Later in this module, the student will study an Inuit community and examine how needs and wants were satisfied in the past and are satisfied now.

## More Rocks and Stones

The student continues to learn about ways to describe and classify rocks. Size and texture are discussed in this lesson.

## Day 4

### Learning Outcomes

Today begins with a brainstorming activity about what kinds of valuable things come from beneath the surface of the Earth as an introduction to a historical song about the Klondike Gold Rush. Time lines are reviewed and vocabulary is extended. In handwriting, the uppercase *O* is practised. The student tests rocks for hardness and begins to grow a crystal garden.

### Materials You Need Today

- a non-fiction book or encyclopedia entry about the Klondike Gold Rush (optional)
- charcoal briquettes, food colouring, laundry bluing, salt, aluminum pan, spray bottle
- rock collection, a penny, a nail, an emery file

### Getting Started

The day begins with a brainstorming activity. Your student will try to think of valuable things that come from below the surface of the Earth.

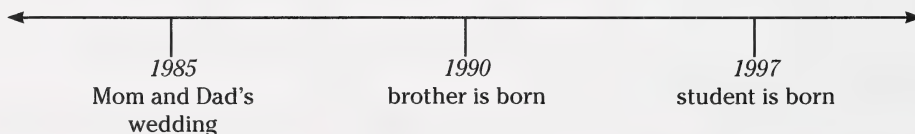
### The Klondike Gold Rush

The Klondike Gold Rush is introduced. The student finds the Yukon on a map of Canada. Discuss what the Canadian North would have been like in the late 1800's.

If you have a non-fiction book or article about the Klondike Gold Rush, share some of the photographs, illustrations, and information with your student.

### A Gold Rush Time Line

If your student is unfamiliar with time lines, it would be a good idea to create a time line that details familiar events. You may want to draw a time line on the chalkboard and show family events, such as the one below. Alternatively, you could show important events in your student's life from birth to now.



### “Klondike”

The student reads an historical song about the Klondike Gold Rush. After the student has read the song and completed the word study part of the lesson, ask if there are any other words or ideas that the student would like explained.



## A Crystal Garden

Help the student gather the necessary ingredients and utensils. Be sure that the student understands that ammonia fumes can be harmful. Warn the student not to breathe deeply or sniff the ammonia closely. Also tell the student to be sure to spray the solution away from himself or herself.

If you would prefer to use a simpler method to create crystals, follow the procedure below.

### Materials

- sugar
- hot water (almost boiling) **The student will require supervision using hot water.**
- two clean jars (or a bowl and a clean jar)
- a thin thread (dental floss works well)
- pencil or craft stick

In a jar or bowl, add sugar to the hot water and stir until you've dissolved as much sugar into the water as you can. Pour the solution into a clean jar, leaving behind any undissolved sugar.

Tie a length of thread to a pencil or craft stick, and then lower the thread into the solution in the jar until the thread touches the bottom of the jar. The pencil or craft stick should rest on the lip of the jar and hold the thread over the centre of the jar.

Let the jar sit for 15 minutes; then swish the jar a bit. Wait another 15 minutes and swish the jar again. Wait an hour and swish it one final time. Set the jar where it won't be disturbed. Crystals should begin to develop on the thread within a few hours and continue to grow for several days.

## Day 5

### Learning Outcomes

The day begins with an exploration of volcanoes in preparation for reading a pourquoi tale about why a volcano erupted. A number of terms related to volcanoes are introduced. A triangle outline of the story is constructed. The student creates a simulation of a volcano. Spelling words are reviewed, and r-controlled vowels continue to be studied. Cursive uppercase C is practised. The rocks are tested with a streak test, and goods and services are reviewed.

### Materials You Need Today

- soil or sand; a plastic drinking cup; an aluminium pie plate; modelling clay; a clean, empty eggshell half; vinegar; red food colouring; baking soda
- crystal garden, spray bottle with solution, magnifying glass
- rock collection, an unglazed tile or the back of a glazed tile

## Getting Started

Volcanoes are discussed to prepare the student for today's reading selection. If the student is interested in volcanoes, you may want to look through some non-fiction books to help the student learn more about volcanoes and what happens when they erupt. See the Additional Resources for some suggested titles.

### “The Volcano”

The story is a modern pourquoi tale explaining why a volcano erupted. The student looks through the illustrations and predicts which animal characters will be in the tale. The student also reads some vocabulary words and does a short exercise that develops the meaning of the vocabulary words. If the student is unsure of the meaning of any of the words, suggest that he or she check the meanings in the dictionary.

Discuss the story with the student. Three suggested questions are included in the margin note. You may wish to add more questions of your own.

### Make Your Own Volcano

Help the student gather the materials to create the model volcano. Assist the student in following the steps, if necessary.

If soil or sand is not available, the volcano may be created out of modelling clay or papier-mâché. If you choose to create a papier-mâché volcano, you will have to let it dry before creating the eruption.

### The Streak Test

The student learns that some rocks will leave a streak or mark on certain materials. Compare the streak to writing with chalk. Be sure the student understands the difference between a streak (a written mark) and a scratch (an etched mark).

If an unglazed tile is not available, try the back of a glazed tile, or the student can try making marks on a concrete sidewalk.

### Goods and Services

The student reviews the meaning of wants, needs, goods, and services.

The student will brainstorm a list of goods that your family uses. Write the list on a chalkboard or whiteboard. The student will then brainstorm a list of services that your family uses. This may be more difficult. If necessary, remind the student about repair services, hairdressers, mail delivery, and so on.



## Day 6

### Learning Outcomes

The student begins the day by recalling hiding games and uses map skills to locate the Canadian territories and Arctic region. The student begins reading a short novel, *Hide and Sneak*, about an Inuit girl and begins learning about the Inuit way of life in the past and now. Cursive uppercase *E* is practised. The student uses the seven numbered rock samples to test rocks for various qualities. The crystal garden is observed, and observations are recorded.

### Materials You Need Today

- atlas, globe
- crystal garden, spray bottle with solution, magnifying glass
- numbered rock samples (See the Required Materials list at the beginning of this Home Instructor's Guide.)

### Getting Started

The day begins with a discussion about hiding games the student has played. The student is asked to tell about favourite hiding places and times that it was difficult to find a good hiding place.

The student looks at a map of Canada, finds the territories, and writes their names to answer a question. A globe is also examined, and the student locates the North Pole and South Pole and learns about the climate at the poles.

### Hide and Sneak

The new book, *Hide and Sneak*, is introduced to the student. The student thinks about the title of the book and examines the cover. Some information about Inuit people is introduced. The student reads the first page of the story to find out the main character's name.

After the student has read the first page, read the information about the Ijiraq aloud. This information can be found on the dedication page, just after the title page.

The student is asked to tell you what he or she thinks will happen next in the story.

### Physical Education and Health and Life Skills

Have some fun playing hide-and-seek or kick-the-can today. To play kick-the-can, place a can or pail near an area where the children can hide. The children hide, then try to return and kick the can before the person who is searching finds them. Anyone who kicks the can before the searcher says "one, two, three on (person's name)" is "home free."

### Working with Rock Samples

The student begins to work with the numbered rock samples that you prepared before the module began. **Do not** tell the student the names of the sample rocks. Refer to each rock by its number. The student will perform a variety of tests on the rock samples to determine the characteristics of each rock. This information will be entered on the Rock Chart, found in the Appendix of the Student Module Booklet. After completing the tests, the student will use a Rock Attribute Chart to determine the name of each of the samples.

## Inuit Communities

The student learns a little about Inuit communities. On Day 7 the student will begin a research project to find out more about Inuit communities of the past and present.

## Day 7

### Learning Outcomes

Map skills are extended. The student learns about dedications and title pages. The student continues reading the novel *Hide and Sneak*. Inuit culture is further investigated by doing research. The spelling words are reviewed as words with *r*-controlled vowels. The cursive uppercase *A*, *O*, *C*, and *E* are reviewed. The crystal garden is observed and observations recorded.

### Materials You Need Today

- atlas
- crystal garden, spray bottle with solution, magnifying glass
- access to at least two different research sources: Research sources may include non-fiction books, articles, and photographs; Internet; computer or text encyclopedia; or field trips to art galleries or museums with Inuit art or artifacts.

### Getting Started

The day begins with a map activity. The student locates the Canadian territories in the atlas and on a blank map. The student adds the names of some northern communities, the Arctic ocean, and Hudson Bay to the blank map as well. Be sure the student has located the correct place before he or she writes the name of the feature on the blank map. Encourage the student to draw a straight, horizontal pencil line with a ruler on which to print each name.

### Hide and Sneak

The student learns about title pages and dedications in books and reads more from *Hide and Sneak*. As the student reads, he or she searches for unfamiliar words.

### Find Out More

The student researches to find out more about present and past Inuit life and culture. Help the student choose at least two different sources of information. Be sure that the student records the sources as well as making notes about the facts. If you are visiting a library to do research, take the opportunity to teach the student how to use the card catalogue or electronic catalogue. Encourage the student to use picture clues, headings, charts, and diagrams, as well as reading the text. Support your student as necessary by reading aloud information that is too difficult for the student to read independently.



## Day 8

### Learning Outcomes

The student recalls what has happened in the novel *Hide and Sneak* so far and predicts what will happen next. The research about Inuit life and culture is organized under headings, and a picture constructed for each heading. The pictures and short notes are used to make an oral presentation. Predictions about Inuit life in the future are made. Spelling words are reviewed. Syllabication is applied. Cursive uppercase *I* is practised. The crystal garden observations are recorded.

### Materials You Need Today

- crystal garden, spray bottle with solution, magnifying glass

### Getting Started

The student recalls what has happened in *Hide and Sneak* so far and predicts what will happen next.

### Hide and Sneak

The student reads the next portion of *Hide and Sneak* and answers questions about each page.

### Sharing Your Information

The student organizes the information from the research on Day 7 and plans an oral report. Help the student create headings or adapt the suggested headings to fit the information that was discovered. The student is instructed to draw a picture to help present the information. The student may also add some short notes on the page to help keep the oral report focused. Do not allow the student to write a complete report; rather, encourage him or her to use short notes and pictures to help create oral sentences.

You will be asked to comment on your student's ability to give an oral report in the Home Instructor's Comments at the end of the Assignment Booklet. As the student presents the report, consider how effective he or she was at each of the following skills:

- voice quality: Did the student speak clearly? Was the student's voice audible to the audience? Did the student use an expressive voice?
- content: Did the student's report contain accurate information? Was the information presented in sentences? Did the student remember everything that he or she wanted to share? Did the student explain or expand on the accompanying pictures or notes that were made in preparation for the oral presentation?
- eye contact: Did the student maintain some eye contact when speaking?

The student is also asked to predict some changes that may occur in the future in Inuit communities. If the student has difficulty thinking of ways that a northern community is likely to change, ask questions such as the following: Do you think pollution will be a problem in the future? What would happen if the arctic animals used for food became endangered because of overhunting or overfishing? How do you think northern schools will change? If better roads are built or more air service is provided, what kind of changes will that bring? How do you think Inuit children's lives will change as larger southern communities exert more and more influence on small northern communities?

## Day 9

### Learning Outcomes

The short novel *Hide and Sneak* is completed, and the student constructs a story map. The student follows the writing process to compose a *pourquoi* tale to explain how something came to be using an arctic setting. The examination of Inuit culture continues with an emphasis on the mixture of traditional and modern practices. Print making is explored in creating an illustration for the story. The last observation of the crystal garden is recorded, and the spelling test for the module completed.

### Materials You Need Today

- instructions for playing cat's cradle or other string games (if you don't already know how), a loop of string
- a bar of soft hand soap (such as Ivory), a knife, an ink pad or wide-tipped felt marker
- crystal garden, spray bottle with solution, magnifying glass

### Hide and Sneak

The story is completed in today's lesson. The student answers questions about the story and makes a story map of Allashua's adventures.

### Spelling

Say each word. Say the word in a sentence and then repeat the word. Also test the student on the challenge words that were decided upon. These are the spelling words:

- water
- verse
- morning
- dirt
- order
- part
- hard

### How It Came to Be

The student brainstorms a list of arctic animals and some of their characteristics. The student also thinks about natural features of the North.

The student chooses an animal or natural feature from the list and creates a *pourquoi* tale to explain how the special characteristic of the animal or natural feature came to be. Discuss the previous *pourquoi* tales that were read, including "How the Eagle Got His Good Eyes." Remind the student that some *pourquoi* tales contain a trickster.

Your student may choose to do the story using a computer. He or she should have sufficient keyboarding skills to write a well-developed story. The story may then be printed and attached to the Assignment Booklet or it could be sent to the teacher electronically. Check with the teacher to clarify delivery.

### Print Making

The student uses a soft soap to carve a simple design to use for printing. The prints will be used to make a border for an illustration, in the same manner that the prints are used in *Hide and Sneak*. To be a suitable size for a border, the carving should be made on the narrow side of the soap bar, not on the wide top or bottom.

Demonstrate how to use the knife to scratch and cut away the soap so that a raised design suitable for print making is left. Be sure the student understands how to use the knife safely and monitor the student closely as he or she carves the design.



# Suggested Responses

Answers do not have to be in complete sentences.

## Day 1

1. the ocean surface
2. The symbol for a Canadian selection is a maple leaf.
3. The symbol for a student writer is a pencil and a computer mouse.
4. "Caves"
5. "Klondike"
6. "Coral: At Home on a Reef" or "The Big Sleep"
7. 31
8. caves
9. caverns
10. small, big or huge
11. The people are using flashlights and headlamps.
12. the cave roof is low
13. millions
14. waves grind away seashore cliffs
15. hot lava flows away beneath a hardened layer of lava to leave a cave behind
16. water melts the ice under mountain glaciers
17. Answers will vary, depending upon the dictionary that was used. If your student used the *Gage Canadian Junior Dictionary*, the guide words are *stadium* and *stalagmite*.
18. a cone shaped formation on the floor of a cave, formed by water dripping from above
19. Answers will vary, depending upon the dictionary that was used. If your student used the *Gage Canadian Junior Dictionary*, the guide words are *stadium* and *stalagmite*.
20. a hanging icicle-shaped formation on the roof of a cave, formed by dripping water that contains lime
21. 

<b>short a</b>	Alberta	<b>long a</b>	ancient
<b>short e</b>	engine	<b>long e</b>	eagle
<b>short i</b>	impress	<b>long i</b>	ice
<b>short o</b>	otter	<b>long o</b>	oats
<b>short u</b>	uncle	<b>long u</b>	unicorn

22. order, morning
23. hard, part

## Day 2

1. stalagmites and stalactites
2. cone-shaped
3. in white lime
4. icicle-shaped, shiny, delicate
5. The student should show a picture of stalagmites and stalactites and label them correctly. Stalactites hang from the roof of the cave, while stalagmites rise from the floor.
6. Accept any adjectives that could be used to describe the formations. The student may use colour words, size words, or words such as *cold, shiny, dull, wet, slippery, hard, or delicate*.
7. The student is predicting. Accept either answer.
8. A big cave is called a cavern.
9. 

<b>ice cave</b>	• Rainwater and carbon dioxide form acid that eats away the softer rocks.
<b>limestone cave</b>	• Water makes tunnels under glaciers or ice coats a rock cave.
<b>sea cave</b>	• Hot lava runs under hardened lava, then flows away, leaving a cave.
<b>lava cave</b>	• Waves grind away softer rocks.
10. Rippling walls are called flowstone.  
A border around a pool is called rimstone.  
An opening in the ground to a cave is called a sinkhole.  
A formation that grows sideways is called a helictite.  
Coated sand grains that form small balls are called cave pearls.  
An opening between two chambers is called a passage.
11. The following words should be circled: *curl, perky, turn, bigger, twirl, fur, girl, third, and flower*.



- |                   |                     |                    |
|-------------------|---------------------|--------------------|
| 1. h <u>o</u> rn  | 2. feath <u>e</u> r | 3. b <u>ir</u> d   |
| 4. tig <u>e</u> r | 5. st <u>a</u> r    | 6. n <u>ur</u> se  |
| 7. b <u>a</u> rn  | 8. c <u>ir</u> cus  | 9. tur <u>k</u> ey |

The words should be circled and written on the lines following the sentence.

- |                     |                     |
|---------------------|---------------------|
| 10. storm, over     | 11. hurried, garden |
| 12. worried, turtle | 13. thunder, scared |
| 14. carefully, for  | 15. under, flower   |

- |         |           |            |           |             |            |            |
|---------|-----------|------------|-----------|-------------|------------|------------|
| Across: | 1. turn   | 3. weather | 4. thirty | 8. favorite | 10. circus | 11. soccer |
| Down:   | 1. turtle | 2. garden  | 5. tiger  | 6. warm     | 7. birds   | 9. park    |

**Note:** You can point out that the preferred Canadian spelling is *favourite*. *Favorite* is the spelling commonly used in the United States.

12. shine

13. rocks and minerals or the Earth's crust

## Day 3

1. Once upon a **time**, in a folk tale rhyme,  
 there was a young man. (*clap, clap, clap, clap*)  
 He was tired, he was cold, and he wasn't very **old**.  
 He was a young man. (*clap, clap, clap, clap*)  
 He was walking through the woods.  
 "I'd like to have some food," he said, he said.  
 Then he saw a shining **light**.  
 In the darkness it was bright.  
 "I'll have supper yet tonight," he said, he said.

But his entrance was blocked  
 when upon the door he **knocked** (*knock, knock*)  
 by the woman who was there.  
 She hid the food under the **stair**. (*knock, knock*)  
 So he took out the stone he brought  
 and he asked her for a **pot**.  
 "We'll have some soup tonight," he thought.  
 It will fill the hollow **spot**.  
 Add some water and a bone! Stone soup! Stone soup!  
 He made soup from a **stone**! Stone soup! Stone soup!

On potatoes and barley, then we'll dine. Stone soup! Stone soup!

A soup that's oh so **fine**. Stone soup! Stone soup!

(*Speak in a deep voice.*) "Thank you, kind lady, for such a great time!" said the young man, said the young man.

(*Speak in a grumpy voice.*) "Oh, the pleasure, it was mine!" said the woman, said the woman.

(*Speak in a happy, surprised voice.*) "Oh, the pleasure, it was **mine**! because the soup, it was divine! Stone Soup! Yeah!

2. I like stone soup. **telling**

Do you like soup? **asking**

Give me some soup. **commanding**

Ow, I burned my tongue! **exclaiming**

Where are the crackers? **asking**

The potatoes are tasty. **telling**

It's all gone! **exclaiming**

Phonics

Page 81

- |                          |                          |            |
|--------------------------|--------------------------|------------|
| 1. <b>f</b> ir first     | 2. <b>b</b> urn Burt     |            |
| 3. <b>l</b> etter leader | 4. <b>c</b> orn cord     |            |
| 5. <b>h</b> urt hurdle   | 6. <b>c</b> ircle circus |            |
| 7. <b>d</b> ark dart     | 8. <b>s</b> tartle       |            |
| 9. <b>b</b> orn bore     | 10. <b>s</b> hort shore  |            |
| 11. <b>t</b> hird thirty | 12. <b>h</b> er herd     |            |
| 13. <b>b</b> arn bark    | 14. <b>p</b> urple purse |            |
| 15. mother               | 16. garden               | 17. summer |
| 18. bursting             | 19. orange               | 20. third  |
| 21. sparkled             |                          |            |

3. survive or live

4. no

5. **Wants:** lollipops, a tree house, designer jeans, pretty jewellery  
**Needs:** bread, a warm coat in winter, a house to live in, milk

6. and 7. Descriptions will vary. The student should accurately describe the largest and smallest rock.  
Most students will tell about the size, colour, markings, and texture.

## Day 4

1. northern Canada
2. hard and dangerous
3. 1867
4. 1898
5. 66



6. a shovel, a gold pan, boots, a hat, clothing
7. quid  
way and/or say  
gold
8. People are looking for gold.
9. "Struck it rich" means that the people found enough gold to become rich.
10. Answers will vary, the student is expressing an opinion. Ask the student to tell why he or she thinks it was or was not really that easy to find gold.
11. Answers will vary. Use the student's dictionary to determine how many meanings appear.
12. Answers will vary. Check the student's rock chart to confirm answers.
13. Answers will vary. Check the student's rock chart to confirm answers.

## Day 5

1. nature
2. Ivan Gantshev
3. a crab and a turtle
4. volcano
5. pelican
6. island
7. reflection
8. crab
9. waterfall

10. The words may include the ones below.

er	ir	or	ur	ar
there	bird	colourful	turtles	far
waterfall				
whenever		horrible		started
supper		for		heart
every		more		are
over		story		
remember				
everything				
under				
river				
persuaded				
after				
another				
where				
troublemaker				

11. yes, because the rocks left a white streak

## Day 6

1. The answer will likely be “No,” depending upon whether there is a tent door or a boulder and shore nearby.
2. The student may realize that white bears are polar bears, and that polar bears can be found in the Arctic or Canadian North.
3. Yukon, Northwest Territories, and Nunavut
4. Nunavut
5. North Pole
6. The student will probably guess that it is cold.
7. Repulse Bay
8. to move from place to place to find pasture for cattle or to follow animals the people hunt for food
9. Inuit children did not take many toys with them when they moved
10. The student should realize that it is spring or summer.



11. Allashua
12. hide-and-peek
13. Ijiraq
14. a loon
15. The floats were still floating on top of the water.
16. an inuksugaq
17. It is made of stone and can't move.

### Phonics

Page 82

The following words should be underlined:

1. birthday, card, for
2. First, decorated, stars
3. clever, verse
4. morning, hurried
5. Darla, surprises
6. her, purse, furry, sweater
7. bird, Shirley
8. Darla, large, colorful

The following words should be written under each *r*-controlled vowel combination:

- ir:** birthday, first, bird, Shirley  
**er:** clever, verse, her, sweater  
**or:** for, decorated, morning, colorful  
**ar:** card, stars, Darla, large  
**ur:** hurried, surprises, purse, furry

**Note:** You can point out that the preferred Canadian spelling is *colourful*. *Colorful* is the spelling commonly used in the United States.

18. and 19. The drawings should illustrate some aspect of the scenes described in the text.

20. Answers may include any six of the following goods and services:

- airplane
- fuel
- trailer
- wood and nails for houses
- rifle shells
- satellite television
- fresh fruits and vegetables
- mail
- all terrain vehicle
- snowmobile
- treats
- clothing

## Day 7

1. Yukon
2. Northwest Territories
3. Repulse Bay
4. A bay is a part of a sea, ocean, or lake reaching into the land.

5. Any animal that lives in the Arctic is acceptable. Answers may include caribou, polar bears, snowy owls, loons, ducks, Arctic hare, lemmings, ptarmigan, huskies, or Arctic fox.
6. Allashua lives on the tundra.
7. The land is very rocky.
8. The student may notice that the land is flat with no trees, there are large white-speckled stones nearby, or that there is a shallow pond.
9. The student will probably say it would be easy because there are lots of rocks nearby.
10. Annick Press Ltd.
11. Toronto, New York, and Vancouver
12. M. K. is Michael Kusugak, the author.
13. The second dedication says "For my friends in Rankin Inlet."
14. V. K. is Vladyana Krykorka, the illustrator.
15. qitusuk
16. hide
17. ulikapaalik
18. hide
19. birds chirping, someone whistling and singing
20. the Ijiraq
21. He was a tiny man in a fur coat that looked like ptarmigan feathers. He had bare brown legs and nothing on his feet.
22. bird or grouse
23. The letters in bold type should be written in a different colour than the rest of the word.
 

butterfly	hard
water	order
part	dirt
morning	verse
24. If any of the student's challenge words contain an *r*-controlled vowel, they should be written here. The vowel and *r* should be written in a different colour than the rest of the word.
25. a fish    a dogsled    an umbrella    a loon    an igloo    a bird
26. The sentence may contain any of the phrases above. Be sure that *a* and *an* are used correctly.

## Day 8

1. shy or little
2. If an Ijiraq hides you, no one will ever find you again.
3. no
4. Allashua thought that he was so happy and fun-loving that he wouldn't hide her forever. She also thought that since elves, dwarfs, and leprechauns don't hide you forever, an Ijiraq wouldn't either.
5. a sea cave
6. The Ijiraq wouldn't take her home or let her leave.
7. She is hungry and lonely. She is probably sad or frightened also.
8. She had an idea about how to trick him into letting her go.
9. The Ijiraq would disappear.
10. summer **2**                      butterfly **3**  
fascinated **4**                      laughed **1**
11. embarrassed **3**                      caribou **3**                      sea **1**  
Arctic **2**                      community **4**

### Phonics

Page 83

The following pictures should be coloured: turkey, finger, toaster, letter, garden, turtle, circus.

- |                      |                          |                     |
|----------------------|--------------------------|---------------------|
| 1. fork <b>1</b>     | 2. turkey <b>2</b>       | 3. finger <b>2</b>  |
| 4. computer <b>3</b> | 5. toaster <b>2</b>      | 6. letter <b>2</b>  |
| 7. star <b>1</b>     | 8. garden <b>2</b>       | 9. corn <b>1</b>    |
| 10. turtle <b>2</b>  | 11. wheelbarrow <b>3</b> | 12. circus <b>2</b> |

### Phonics

Page 84

- |                          |                      |                       |                       |
|--------------------------|----------------------|-----------------------|-----------------------|
| 1. thunderstorm <b>3</b> | 2. birthday <b>2</b> | 3. yesterday <b>3</b> | 4. purple <b>2</b>    |
| 5. carpet <b>2</b>       | 6. Saturday <b>3</b> | 7. short <b>1</b>     | 8. thirteen <b>2</b>  |
| 9. guitar <b>2</b>       | 10. startle <b>2</b> | 11. farmer <b>2</b>   | 12. squirrel <b>2</b> |
| 13. popcorn <b>2</b>     | 14. fern <b>1</b>    | 15. favorite <b>3</b> | 16. factory <b>3</b>  |
| 17. sparkling <b>2</b>   | 18. supper <b>2</b>  | 19. girl <b>1</b>     | 20. port <b>1</b>     |
| 21. party <b>2</b>       |                      |                       |                       |

**Note:** You can point out that the preferred Canadian spelling is *favourite*. *Favorite* is the spelling commonly used in the United States.



## Day 9

1. Allashua stared at the Ijiraq and teased him.
2. He began to turn red and he asked Allashua to stop staring.
3. The Ijiraq disappeared.
4. She was lost and alone. She missed her mother.
5. It was an inuksugaq.
6. The inuksugaq showed her the way home.
7. She probably felt happy, relieved, joyful, or excited.
8. The inuksugaq had helped her find her way home.
9. Allashua's brother and sister are wearing modern clothing.
10. Allashua's mom is wearing running shoes.
11. Allashua is wearing a traditional outfit.
12. They are probably made from canvas.

## ASSIGNMENT BOOKLET 4A

Grade Three Thematic  
Module 4A: Days 1–9

### Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

### FOR SCHOOL USE ONLY

Assigned Teacher:  
\_\_\_\_\_

Date Assignment Received:  
\_\_\_\_\_

Grading:  
\_\_\_\_\_

Additional Information:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:  
\_\_\_\_\_  
\_\_\_\_\_

Date Submitted:  
\_\_\_\_\_  
\_\_\_\_\_

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

## INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

### MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

### FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

### E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

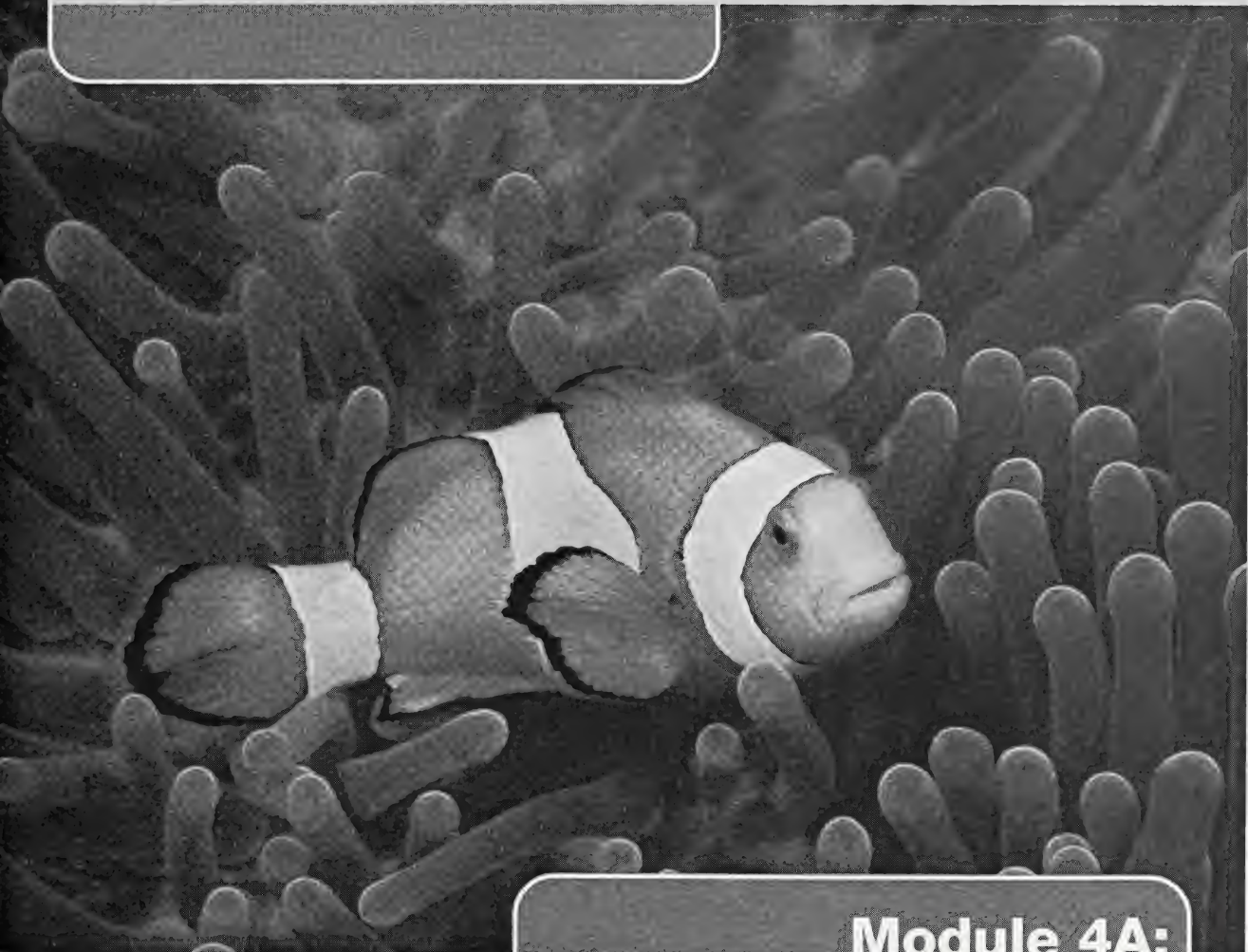


3

Grade Three

# Thematic

Assignment Booklet



**Module 4A:**  
**What Is Happening?**  
**Day 1 to Day 9**



Learning  
Technologies  
Branch

**Alberta**  
EDUCATION

## FOR TEACHER'S USE ONLY

### Summary

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	
Assignment 7	
Assignment 8	
Assignment 9	
Assignment 10	

### Teacher's Comments

Grade Three Thematic  
Module 4A: What Is Happening?  
Assignment Booklet 4A  
Learning Technologies Branch

Cover Art: Photodisc/Getty Images

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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# Assignment 1

# Spelling Pre-test

Write each word as your home instructor says it.

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## Assignment 2

## Goals

1. Have you achieved or made progress toward the goals you set in Module 1A?

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2. What new goals would you like to set for yourself?

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## Assignment 3

# Caves and Caverns

Write a short article to tell what you learned about caves and caverns. Give your article a title.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



# Assignment 4

# A Triangle Outline

Follow the directions below each line to write a triangle outline about "The Volcano."

\_\_\_\_\_

the main character

\_\_\_\_\_

two adjectives about the character

\_\_\_\_\_

three words about the setting

\_\_\_\_\_

four words about the problem

\_\_\_\_\_

five words about the first event

\_\_\_\_\_

six words about the second event

\_\_\_\_\_

seven words about the third event

\_\_\_\_\_

eight words telling the solution to the problem

## Assignment 5

## Handwriting

Complete each line.

a

O

C

Write each sentence once.

Ottawa is a city in Canada.

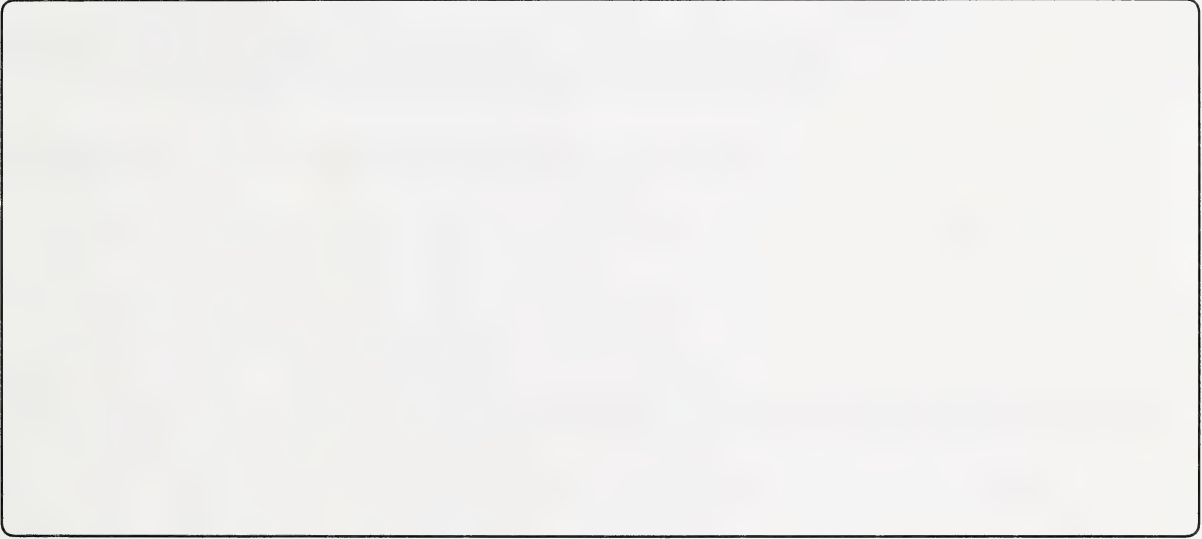
Cathy and Anna live in Alberta.

# Assignment 6

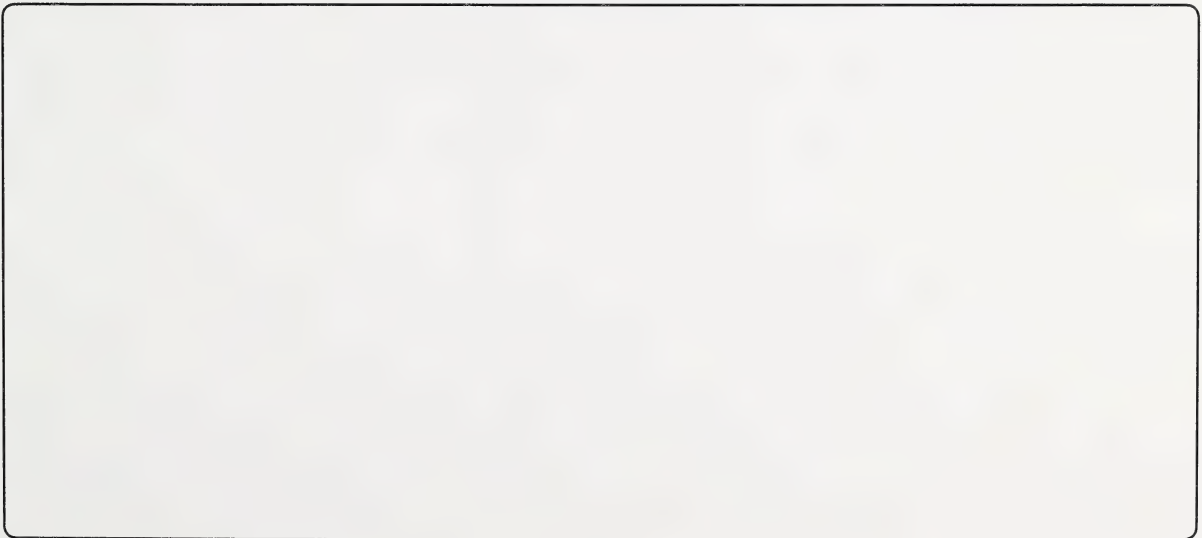
## Inuit Words

Make a picture dictionary. Draw a picture to show the meaning of the Inuit words from the story *Hide and Sneak*.

1. inuksugaq



2. ulikapaalik





# Assignment 7

# Handwriting

Complete each line. Circle your best letter in each line.

a

O

C

E

Make up a sentence that contains a capital A or O.

Make up a sentence that contains a capital C or E.

# Assignment 8

# Allashua

The following adjectives and phrases describe Allashua. Write a sentence to tell how you know the description is true.

For example:

**watchful**

I know Allashua is **watchful** because **she noticed that the floats on the fish net were still floating.**

1. **forgetful**

I know Allashua is **forgetful** because

---

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2. **curious**

I know Allashua is **curious** because

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3. **loves her mother**

I know Allashua **loves her mother** because

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## Assignment 8

## continued

4. **playful**

I know Allashua is **playful** because

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5. **clever**

I know Allashua is **clever** because

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## Assignment 9

# Spelling Test

Write each word as your home instructor says it.

[illegible]

# Assignment 10

## How It Came To Be

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Blank lined paper with horizontal ruling lines.

Put a check mark beside the things you can do.

- ☐ I can read and spell words with *r*-controlled vowels.
- ☐ I can classify and compare rocks.
- ☐ I can use headings and pictures to find information.
- ☐ I can tell the difference between goods and services.
- ☐ I can use headings, pictures, and notes to give an oral presentation.

## Student's Comments

Look back at the comments you made on your journal pages. What sources do you like to use when you do research? Explain why.

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What do you find most difficult about doing research?

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Check **yes** or **not yet** for each question.

The student is able to

- |   |                              |                                  |
|---|------------------------------|----------------------------------|
| • read and spell words containing <i>r</i> -controlled vowels                     | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • find the title page and dedication in a book                                    | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • locate provinces, territories, towns, and cities on a map of Canada             | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use standard spelling most of the time in written work                          | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • describe, classify, and test rocks  | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • appreciate the physical and cultural diversity of Canadian communities          | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • edit written work for spelling, capitalization, sentence structure, and meaning | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

## Additional Comments

Use this space to make comments about your student's ability to present an oral report.

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Do you have any questions about this part of the module?

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## Module 4A

## Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ **Day 7:** map of Canada
- ☐ **Days 9:** illustration for the “How It Came To Be” story with prints
- ☐ **Day 9:** Crystal Diary
- ☐ **Day 9:** story map
- ☐ **Day 9:** Assignment Booklet 4A